

1 **R277. Education, Administration.**

2 **R277-533. District Educator Evaluation Systems.**

3 **R277-533-1. Authority and Purpose.**

4 (1) This rule is authorized by:

5 (a) Utah Constitution Article X, Section 3, which vests general control and
6 supervision of public education in the Board;

7 (b) Title 53A, Chapter 8a, Part 4, Educator Evaluations, which requires the
8 Board to make rules to establish a framework for the evaluation of educators and set
9 policies and procedures related to educator evaluations; and

10 (c) Subsection 53A-1-401(3), which permits the Board to adopt rules in
11 accordance with its responsibilities.

12 (2) The purpose of this rule is to:

13 (a) specify the requirements for district Educator Evaluation Systems Policies;

14 (b) describe the required components of district Educator Evaluation Systems;
15 and

16 (c) establish requirements for how the Annual Summative Educator
17 Evaluation Rating shall be computed and reported.

18 **R277-533-2. Definitions.**

19 (1) “Attribute” means the process of linking the results of student growth and
20 learning to a specific educator or group of educators using the same SLO or SGP.

21 (2) “Evaluator” means a person who is responsible for an educator’s overall
22 evaluation, including:

23 (a) professional;

24 (b) student growth;

25 (c) stakeholder input; and

26 (d) other indicators of professional improvement.

27 (3) “PEER Committee” means the Public Educator Evaluation Requirements
28 Committee established by the Superintendent.

29 (4) “Rater” means a person who conducts an observation of an educator
30 related to an educator’s evaluation.

31 (5) “Student learning objective” or “SLO” means a content and grade/course

specific measurable learning objective that can be used to document student learning over a defined period of time.

(6) "Student growth percentile" or "SGP" means an analytic approach (statistical method) for transforming student assessment results into an accountability metric.

(7) "System" means a school district's educator evaluation system.

(8) "Tested subject" means a subject with an end of course examination in SAGE.

R277-533-3. School District Educator Evaluation Systems.

(1) A local school board shall adopt a district educator evaluation system in consultation with a joint committee established by the local school board as described in Section 53A-8a-403.

(2) A district educator evaluation system shall:

(a) include the components required in Section 53A-8a-405;

(b) include the following four differentiated levels of performance:

(i) highly effective;

(ii) effective;

(iii) emerging/minimally effective; and

(iv) not effective;

(c) use multiple lines of evidence in evaluation, including:

(i) professional performance, as described in Section R277-533-4;

(ii) student growth, as described in Section R277-533-5;

(iii) stakeholder input, as described in Section R277-533-5; and

(iv) other indicators of professional improvement as required by the school district;

(d) require regular conferences between an educator and an evaluator;

(e) provide a process for an educator to contribute additional information to inform the educator's evaluation at several intervals throughout the process;

(f) measure an educator's professional performance wherever the educator is working in a professional capacity with students, parents, colleagues, or community members;

63 (g) provide a process for an educator to:
64 (i) analyze stakeholder input, including input from a parent, student, or
65 teacher;
66 (ii) analyze data related to performance; and
67 (iii) develop appropriate responses to the information;
68 (h) provide a procedure to include an educator's response to stakeholder data
69 in the rating calculation;
70 (i) include a process for an evaluator to give an educator specific,
71 measurable, actionable, and written direction regarding an educator's needed
72 improvement and recommended course of action;
73 (j) provide a process for an educator to request a review of the
74 implementation of the educator's evaluation, as described in:
75 (i) Subsection 53A-8a-406(3); and
76 (ii) Section R277-533-8;
77 (k) include multiple observations as described in Section R277-533-4; and
78 (l) provide a description of the methods for gathering, using, and protecting
79 educator data.
80 (3) To form the school district's system, a local school board may adopt:
81 (a) the Utah Model Educator Evaluator System established by the Board;
82 (b) an adapted system; or
83 (c) a school district-developed system approved by the PEER Committee,
84 consistent with Rules R277-530, R277-531, and this rule.
85 (4) The PEER Committee, as described in Rule R277-531, shall review and
86 approve a school district's educator effectiveness plan including:
87 (a) professional performance;
88 (b) rater-reliability;
89 (c) student growth; and
90 (d) stakeholder input.
91 (5) The PEER Committee shall approve a school district's system.
92 (6) An educator is responsible for:
93 (a) improving the educator's performance, using resources provided by the
94 school district; and

(b) demonstrating acceptable levels of improvement in any designated area of deficiency.

R277-533-4. Evaluators and Standards for Education Observations.

(1) A school district's system shall include observations.

(2) The school district shall use observation tools that:

(a) are aligned with the Utah Effective Teaching Standards and the Educational Leadership Standards described in Rule R277-530 at the indicator level; and

(b) include multiple observations at appropriate intervals.

(3) A school district's evaluation system shall:

(a) include an orientation for all educators conducted by the principal or designee as required in Section 53A-8a-404;

(b) include multiple observation items;

(c) a final rating for each observation item described in Subsection (3)(b); and

(d) include an opportunity for an educator to contribute additional information to inform their rating at several intervals throughout the process.

(4) To ensure a valid evaluation system, a school district shall provide professional development opportunities to all raters and evaluators of licensed educators to:

(a) improve a rater or evaluator's abilities; and

(b) give the rater or evaluator an opportunity to demonstrate the rater's abilities to rate an educator in accordance with:

(i) the Utah Effective Teaching Standards described in Rule R277-530; and

(ii) the Utah Educational Leadership Standards described in Rule R277-530.

(5) A school district shall establish a school district rater reliability plan.

(6) A school district rater reliability plan shall:

(a) require school district to compare a rater's decisions to standardized ratings established by a committee of expert raters;

(b) require a school district to measure a rater's skills and reassess the rater's skills at appropriate intervals to maintain system quality;

(c) assure that an educator is rated by a certified rater;

- 126 (d) require a school district to offer a rater opportunities to improve the rater's
127 skills through instruction and practice; and
128 (e) maintain high standards of rater accuracy.

129 **R277-533-5. Student Growth Calculations and Stakeholder Input.**

130 (1) A Utah educator's contribution to a student's growth and learning shall be
131 delineated into one of the following sets of measures:

- 132 (a) SGPs;
133 (b) SLOs; or
134 (c) a combination of SGPs and SLOs.

135 (2) A school district may attribute an SLO to an educator as part of an
136 educator's evaluation in accordance with the school district's system policies.

137 (3) If a school district attributes an SLO to an educator, the school district
138 shall:

- 139 (a) ensure that the SLO includes:
140 (i) three required components:
141 (A) learning goals;
142 (B) assessments; and
143 (C) targets; and
144 (ii) learning goals for an educator linked to the appropriate specific content
145 knowledge and skills from the Utah Core Standards;

146 (b) provide professional development to an educator for the educator to gain
147 the knowledge and skills necessary to sustain wide-scale implementation of an SLO
148 process;

149 (c) establish a local review process to assist the school district in developing
150 comparability and consistency of SLOs at each grade level or span;

151 (d) design a structure and process for providing professional development to
152 the school district's educators and administrators;

153 (4) A school district may attribute an SGP to:

- 154 (a) an educator as part of the educator's evaluation if the educator teaches
155 a tested subject; and
156 (b) an administrator.

157 (5)(a) A school district's system shall include a component for stakeholder
158 input for educators, principals, and administrators, which includes annual input from
159 students and parents.

160 (b) In addition to the stakeholder input described in Subsection (5)(a),
161 stakeholder input for principals and other administrators shall include input from
162 teachers and support professionals.

163 (c) A school district may attribute stakeholder input to an educator, principal,
164 or other administrator if the data gathered for the stakeholder input is gathered
165 using:

166 (i) appropriate methods of gathering data as described in the school district's
167 system plan; and

168 (ii) quality practices.

169 **R277-533-6. Computing the Annual Summative Rating.**

170 (1) A school district shall base an educator's component ratings on:

171 (a) actual observations of the educator's performance; and

172 (b) educator, evaluator, or other stakeholder data gathered, calculated, or
173 observed that is aligned with standards and rubrics.

174 (2) A school district shall combine an educator's component ratings using the
175 following formula:

176 (a) 70 percent for professional performance;

177 (b) 20 percent for student growth; and

178 (c) ten percent for stakeholder input.

179 (3) A school district shall round component outcomes to the nearest whole
180 number prior to calculating the summative score.

181 (4) A school district shall report summative scores annually for all educators
182 using the following approved terminology for reporting:

183 (d) highly Effective 3;

184 (c) effective 2;

185 (b) minimal/emerging effective 1; and

186 (a) not effective 0.

187 **R277-533-7. Minimal or Emerging Effective Category.**

188 If an evaluator rates an educator's performance within the minimal or
189 emerging effective category, the rater shall:

190 (1) designate an educator as emerging effective if:

191 (a) the educator:

192 (i) holds a Level 1 educator license; or

193 (ii) is being served by the school district's Entry Years Enhancement (EYE)
194 program described in Rule R277-522; or

195 (b) the educator:

196 (i) received a new or different teaching or leadership assignment within the
197 last school year; or

198 (ii) is developing in that area; or

199 (2) designate an educator as minimally effective if the educator:

200 (a) holds a Level 2 educator license; and

201 (b) is teaching or leading in a familiar assignment.

202 **R277-533-8. Evaluation Reviews.**

203 (1) An educator who is not satisfied with a summative evaluation may request
204 a review in writing of the summative evaluation within 15 calendar days after
205 receiving the written summative evaluation.

206 (2) A school district shall conduct a review of an educator's summative
207 evaluation:

208 (a) as described in this section; and

209 (b) the requirements of Section 53A-8a-406.

210 (3) A review described in Subsection (2) shall be conducted:

211 (a) by a certified rater:

212 (i) with experience evaluating educators; and

213 (ii) not employed by the school district; and

214 (b) in accordance with the Utah Effective Teacher and Educational
215 Leadership Standards described in Rule R277-531.

216 (4) A certified rater described in Subsection (3) shall review:

217 (a) the school district's educator evaluation policies and procedures;

(b) the evaluation process conducted for the educator; and
(c) the evaluation data from the professional performance, student growth,
and stakeholder input components.

(5) The school district shall determine if the initial educator evaluation was
issued in accordance with:

(a) the school district's educator evaluation policies;
(b) the requirements of the performance standards;
(c) Title 53A, Chapter 8a, Public Education Human Resource Management
Act;

(d) Rule R277-531; and
(e) this rule.

(6) A certified rater described in Subsection (3) shall report the certified rater's
recommendations in writing to the school district's superintendent for action.

R277-533-9. Educator Evaluation Data.

(1) A school district shall report to the Board annually on or before June 30,
an annual summative rating for each educator delineated by one of the four rating
categories listed in Subsection R277-533-6(4).

(2) A school district shall maintain confidential records of the educator
effectiveness component data of individual educators in accordance with:

(a) Rule R277-487; and
(b) state law.

(3) A school district's system may be monitored by the Board.

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